1. TITLE OF THE RESEARCH

Organizational Culture and Job Satisfaction in Higher Education :

A Comparative Study of State and Private Universities

2. INTRODUCTION

Organizational Culture is a collective name for all the values, norms, vision, systems, beliefs and habits of a particular organization which is to be followed by all its members collectively. A new member's assumptions, ideas perception is also based on the organizational culture. It may have both positive and negative aspects and it also varies form company to company.

Organizational culture serves as maker mechanism of meaning and obstacle that guide the attitudes and behaviour of its members, as well as set rules of game (Robbins, 2007). In order to function optimally, organizational culture must be created, maintained and strengthened even changed by management, as well as introduced to faculty through socialization process to unite faculty and organizational values. This can reduce symptoms of psychological distress, reduce desire to leave organization and increase job satisfaction (Nelson and Quick 1990 in Nurfarhati 1999).

Tjahjadi (2001) argues that cultural forces associated with performance contain 3 (three) things: (1) unification of purpose, (2) creating a strong motivation, (3) establishing control and structure. This means that organization with strong culture makes individuals have a tendency to follow the direction and specific targets. Therefore, culture is expected to contribute to optimize organization performance. Wallach (1983) says there is no good or bad culture. Organizational culture becomes effective when able to support mission, goals and strategies of organization. Widyarini (2009) also add that in order to be effective, the culture must not only efficient, but also should match business needs, company and its employees. Everyone is aware of culture importance and how culture embraced. Wallach (1983) states there are three organizational culture, namely bureaucratic culture, innovative, and supportive culture. Renyowijoyo (2003) revealed that supportive, innovative and bureaucratic culture has a relationship with employees work performance at varying results. Renyo wijoyo also added that to improving employee performance, it needs to pay attention to innovative and empowering culture. Innovative culture will boost creativity, results-oriented, stimulation and challenge, became the driving

performance. Basically organizational culture is closely associated with behaviour at workplace or in this particular case is individual performance (Renyowijoyo, 2003; Koesmono, 2005; Widyarini, 2009; Sangaji 2009 Wallach (1983) have highlighted research differences results between relationships.

Types of Organizational Culture

There are three types of organizational culture a) bureaucratic culture, hierarchical and fragmented (compartmentalized) in nature and there are clear lines of responsibility and authority of each staff organization, b) Innovative culture that promotes creativity, results-oriented, and prioritize to work environment challenge, and c) supportive culture that promotes teamwork, humanity orientation, friendship, hope, and trust to work environment (Wallach, 1983). Studies of Renyo wijoyo (2003) showed there is a relationship between supportive organizational culture, innovative organizational culture, and bureaucratic organizational culture and work satisfaction. In addition, Koesmono (2005) mentioned that generally organizational culture affects motivation, job satisfaction, and performance positively.

HOFSTEDE

- *Power distance* (Mauk Mulder, 1977) - Different societies find different solutions on social inequality. A high score suggests that there is an expectation that some individuals wield larger amounts of power than others. A low score reflects the view that all people should have equal rights.
- *Uncertainty avoidance* is the coping with uncertainty about the future. Society copes with it with technology, law and religion (however different societies have different ways to addressing it), and according to Hofstede organizations deal with it with technology, law and rituals or in two ways - rational and non-rational, where rituals being the non-rational. Hofstede listed as rituals the memos and reports, some parts of the accounting system, large part of the planning and control systems, and the nomination of experts.
- *Individualism vs. collectivism* - disharmony of interests on personal and collective goals (Parsons and Shils, 1951). Hofstede brings that society's expectations of Individualism/Collectivism will be reflected by the employee inside the organization. Collectivist societies will have more emotional dependence of members on their organizations, when in equilibrium - organization is expected to show responsibility on members. Extreme individualism is seen in the US, in fact in US

collectivism is seen as "bad". Other cultures and societies than the US will therefore seek to resolve social and organizational problems in ways different than the American one. Hofstede says that capitalist market economy fosters individualism and competition and depends on it but individualism is also related to the development of middle class. Research indicates that some people and cultures might have both high individualism and high collectivism, for example, and someone who highly values duty to his or her group does not necessarily give a low priority to personal freedom and self-sufficiency.

- *Masculinity vs. femininity* - reflect whether certain society is predominantly male or female in terms of cultural values, gender roles and power relations.
- Long- Versus Short-Term Orientation which he describes as "The long-term orientation dimension can be interpreted as dealing with society's search for virtue. Societies with a short-term orientation generally have a strong concern with establishing the absolute Truth. They are normative in their thinking. They exhibit great respect for traditions, a relatively small propensity to save for the future, and a focus on achieving quick results. In societies with a long-term orientation, people believe that truth depends very much on situation, context and time. They show an ability to adapt traditions to changed conditions, a strong propensity to save and invest, thriftiness, and perseverance in achieving results."

Daniel Denison's model (1990) asserts that organizational culture can be described by four general dimensions – Mission, Adaptability, Involvement and Consistency. Each of these general dimensions is further described by the following three sub-dimensions:

- Mission - Strategic Direction and Intent, Goals and Objectives and Vision
- Adaptability - Creating Change, Customer Focus and Organizational Learning
- Involvement - Empowerment, Team Orientation and Capability Development
- Consistency - Core Values, Agreement, Coordination/Integration

Kim Cameron and Robert Quinn (1999) made a research on organizational effectiveness and success. Based on the Competing Values Framework, they developed the Organizational Culture Assessment Instrument that distinguishes four culture types.

Competing values produce polarities like flexibility vs. stability and internal vs. external focus - these two polarities were found to be most important in defining

organizational success. The polarities construct a quadrant with four types of culture:

- Clan culture (internal focus and flexible) - A friendly workplace where leaders act like father figures.
- Adhocracy culture (external focus and flexible) - A dynamic workplace with leaders that stimulate innovation.
- Market culture (external focus and controlled) - A competitive workplace with leaders like hard drivers
- Hierarchy culture (internal focus and controlled) - A structured and formalized workplace where leaders act like coordinators.

An Organizational culture impacts the job satisfaction level of its employees at various levels be it Manager, executives or an employee working in a lower grade. The different variables of Organizational Culture i.e Management actions, selections of employees, Training and socialization, structural design, Empowerment, Leadership, Performance evaluation etc have altogether different impact on the satisfaction of an employee in his/her job.

The Organizational culture affects the job satisfaction level of an employee both negatively and positively contributing indirectly to the level of commitment, stress, positive attitude and a zest to work with the institute.

Hence, there is a direct relationship between Organizational culture and Job satisfaction but to what extent and how this relation influence the employee in his job is a part of this study with respect to higher educational sector (Colleges & Universities).

Meaning of Job Satisfaction

Job Satisfaction can be defined as the positive attitude build up by an employee towards his job. This can be due to various variables i.e pay, autonomy, growth opportunities etc.

Theories explaining Job Satisfaction

One of the most important theories which explain the job satisfaction is Lawler's theory. He explains job satisfaction in four basic conditions:

1.The Fulfilment theory

2.The Discrepancy theory

3.The Equity theory

4.The Two-factor theory

According to the Fulfillment theory, the basic rule of the happiness of workers is to satisfy their demands and getting their wishes. Workers are satisfied if their demands are totally provided. Namely, the more a worker earns the more he is satisfied and the less a worker earns the less he is satisfied. A higher rank job or an interesting job can satisfy them too.

The Discrepancy theory is concerned on what the workers are expecting and what they are getting. Their expectations, evaluations and hopes of workers about their works are more important than what they are having in real. Difference between expectations and gatherings are the base of this theory in light of these three questions:

1. What do workers wish?

2. What are their expectations?

3. What can they get actually?

According to the *Equity theory*, workers ponders about what are his qualifications, contribution to the work and the job's contribution to him. It means creating an attitude of worker against the work he does. If the worker is paid over his work he will feel guilty but if he is paid under what he deserves his feeling for justice will rise.

The Two-factor theory regards the elements of reasons of fulfilment. Negative elements are lower wages, no job guarantee and such factors. Fulfilment elements are, as Herzberg (1976) stated; realization of worker himself and reaching his goals.

HIGHER EDUCATION

The International definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity. Shortly, Higher education mainly and generally means university level education. It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programmes such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education is generally includes those post graduate studies in where one can gain Master and Doctorate degrees..

These degrees mark the highest one can earn, though they are divided into two levels. A master's degree, for instance, is awarded for a particular course of study beyond the baccalaureate degree. They come in various categories, such as a Master of Arts, Master of Science, and Master of Theology. The amount of time it takes one to earn a master's degree depends upon the program one is enrolled in, but one should usually expect to study at least for 2 years. The second type of graduate degree, and one considered higher than a master's degree, is a doctoral degree. These are awarded for a particular course of study beyond the master's degree. Doctoral degrees can be professional degrees, such as the Doctor of Ministry, or academic degrees, such as the Doctor of Philosophy. Those who earn doctorates often assume the title 'Doctor.' The amount of time one must study before earning such a degree varies greatly by field and institutions.

Here are the definitions of most frequently used terms related to Higher Education:

Bachelor's Degree: It is usually an undergraduate academic degree awarded for a course or major that generally lasts three or four years.

Master: It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration.

Doctorate: It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied. There are essentially

three types of doctorates: research, first-professional (USA only), and honorary. Research doctorates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and represents at least a modest contribution to human knowledge. It is usually assessed by submission and defense of a doctoral thesis or dissertation, though in some cases a coherent body of published literature can be accepted instead. Honorary doctorates are awarded for a substantial contribution to a field but this need not be academic in character.

The higher education system in India includes both private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are mostly supported by various bodies and societies. Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the *University Grants Commission Act, 1956*. In addition, 15 Professional Councils are established, controlling different aspects of accreditation and coordination.

The types of universities include:

- **Central Universities** or Union universities are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry. The UGC lists 42 central universities.
- **State Universities** are run by the state government of each of the states and territories of India, and are usually established by a local legislative assembly act. As of 30 November 2011, the UGC lists 285 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Most State Universities are "affiliating universities" in that they administer a large number of "affiliated colleges" (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges might even offer PhD programs in some departments with the approval of the affiliating university.
- **Deemed university**, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. The UGC list from 23 June 2008 lists 130 deemed universities.
- **Private universities** are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. The UGC list of private universities from 7 June 2012 lists 112 private universities.

With special reference to Rajasthan which will be the Universe of the study, the report of UGC as on 5th February 2014 states that there are, 16 State Universities, 8 Deemed Universities and 36 Private Universities and 1 Central University in Rajasthan.

3. REVIEW OF LITERATURE

Cheung, Sai On, Wong, Peter S. P., Lam, Anna (2012) , *An Investigation of the Relationship between Organizational Culture and the Performance of Construction Organizations*, the findings of this study was that Innovation was found to be the most pivotal factor in this construction sector. Hence proper recognition, reward and innovation should form the part of the performance evaluation.

Ahmadi, Seyed Ali Akbar; Salamzadeh, Yashar et al(2012), *Relationship between Organizational Culture and Strategy Implementation: Typologies and Dimensions,* concluded that there is a positive relation between organizational culture and strategy implementation. Clan and Adhocracy culture favours strategy implementation and flexible culture have more effect on the implementation process.

Mujeeb, Ehtesham; Ahmad, Muhammad Shakilul(2011),*Impact of organizational culture on Performance Management practices in Pakistan*, concluded that adaptability and mission have significant positive values in correlation for PMP. It also indicates that there they are strongly associated and complimentary to each other.

Olasupo MO(2011), *"Relationship between Organizational Culture, Leadership Style and Job Satisfaction in a Nigerian Manufacturing Organization"*, investigated the relation between organizational culture , leadership style and job satisfaction in a Nigerian Manufacturing Organizations and concluded that Job Satisfaction in this organization is high and there is a significant difference between the perceptions of employees about the organizational culture and leadership style. The employees perceived the organization as competitive culture followed by Bureaucratic culture, innovative and community which means there is a low emphasis on the interpersonal relationship in the organization.

Cakar, Nigar Demircan,Erturk,Alper(2010), *Comparing innovation capability of small and medium- sized Enterprise: Examining the effects of Organizational culture and Empowerment,* This study analyzes the impact of organizational culture and empowerment on innovation capability, and examines the peculiarities of these effects. Findings of this study provide information about patterns in the innovation capability of SMEs by considering the combined effects of organizational culture and perceptions of empowerment.

Koutroumanis, Dean A., Alexakis, George(2009),*Organizational Culture in the Restaurant Industry: Implications for Change,* findings of the study was developing a clan culture will help in building higher levels of commitment within restaurants.

Chalofsky, Neal (2008), *Work-Life Programs and Organizational Culture: The Essence of Workplace Community,* this paper addressed the elements of a humane organizational culture, based on research of the recipients of the Award of Excellence from the National Alliance for Work-life. It was found that if work-life balance is provided, then more of the whole employee will be able to focus (and wants to focus) on their work.

Moran, Florencia, Palmer, David W., Borstorff, Patricia C(2007),*An Exploratory Analysis of the Relationship between Organizational Culture, Regional Culture, Causal Ambiguity and Competitive Advantage in an International Setting* ,the study was a preliminary exploratory analysis of the relationship between the social complexity of the firm, causal ambiguity and susceptibility to imitation as affected by regional/national and organizational culture.It was found that social complexity within the firm and complex company resources may provide a firm with a clear competitive advantage and organizational/corporate culture and national/regional culture has an impact on causal ambiguity.

Castiglia Beth (2006),*The Impact of Changing Culture in Higher Education on the Person-Organization FitJob Satisfaction , and Organizational Commitment of College Faculty,* analyzed the impact of the cultural change on the person organization fit, job satisfaction and commitment level of the faculty members of a private college in the Unites States. It was found that the job content factors - the autonomy, responsibility, and feedback - of their positions continued to serve as powerful motivators.

Trefry, Mary G(2006),*A Double-Edged Sword: Organizational Culture in Multicultural Organizations,* explored that the organizational culture has the potential for even greater impact in multicultural organizations than mono-cultural ones. It was found that organizations that value the different perspectives and approaches inherent in a diverse workforce and that develop concrete ways to facilitate organizational learning from differences can optimize their processes, procedures and structures.

Fang, Shih-Chieh, Wang, Jue-Fan(2006),Effects of Organizational Culture and Learning on Manufacturing Strategy Selection: An Empirical Study concluded that organizational cultures, organizational learning, and the interaction of organizational cultures and organizational learning are significant antecedents to explain manufacturing strategy.

Simonsen, Peggy(2005),INDIVIDUAL VALUES AND ORGANIZATIONAL CULTURE: How Do You Find A Match? The article describes work values as critical factors that determine satisfaction or dissatisfaction with purposeful endeavor, or characteristics that delineate what is important to you about your efforts. It was found that different individual values contribute in different ways towards various aspects of organizational value. One value cannot explain the whole aspect of organizational culture.

McKinnon, Jill L., Harrison, Graeme L., Chow, Chee W., Wu, Anne(2003), *Organizational Culture: Association with Commitment, Job Satisfaction, Propensity to Remain, and Information Sharing in Taiwan*, examined empirically the association between organizational cultural values and employee outcomes in a major diversified manufacturing company in Taiwan and concluded that in the presence of strong associations between organizational culture dimensions and outcomes, the person-organizational culture fit may be less important. A positive response among Taiwanese employees to a culture which emphasizes Innovation, Aggressiveness and Respect for People and There was a strong associations with outcomes for the organizational culture dimensions of Respect for People, Innovation and Aggressiveness, and weaker association for Detail.

Goodman, Eric A., Zammuto , Raymond F., Gifford, Blair D(2001),*The Competing Values Framework: Understanding the Impact of Organizational Culture on the Quality of Work Life,*concluded that if enhancing the quality of

work life is desired, movement toward the group orientation would prove fruitful.

Westbrook, JerryD (1993), *Organizational Culture and Its Relationship to TQM*, the findings of this study was the Organization wants to adopt TQM as their guiding principle it should make the culture supportive.

4. RESERACH GAP

Based on the above literature review it is derived thatmuch of the work has been done in different sectors but higher education has not been paid much attention. Moreover there is a scope to find out the relationship between the two variables i.e organizational culture and job satisfaction which is not much explored.

5. SIGNIFICANCE OF STUDY

This study is an attempt to throw light on the relationship between Organizational Culture and the Job Satisfaction among the teaching professionals of the higher educational sector which includes colleges and universities. Many researches has been done in the past to find out the job satisfaction of employees with respect to organizational culture and other variables in many sectors like IT, Banking and BPO's but educational sector has not been paid much attention.

College professors and Associate professors form a major portion of professionals for our nation's future and finding out their satisfaction in their jobs would be a great help in the future because it indirectly contributes to their productivity and classroom performance which brings out quality education among the students.

This study will try to find out the variables or factors of the Organizational Culture which contributes maximum to the job satisfaction among the teachers, which will help the organizations to bring out or modify changes in their present Organizational Culture that suits the needs and aspirations of the teaching professionals and help them to perform better.

6. SCOPE OF THE STUDY

The universe for the study will be Rajasthan with areas confined to Jaipur.

The sampling units will include the teachers working in the state and private universities i.e Professors, Associate Professors, Assistant Professors, Part Time and full time Lecturers working in selected state and private universities in Rajasthan particularly Jaipur.

7. OBJECTIVES OF THE STUDY

1. To identify the Organizational Culture prevailing in the higher education in Rajasthan.

2. To determine the correlation between the Organizational Culture and Job Satisfaction in the higher education in Rajasthan.

3. To find out the job satisfaction of teachers in the higher education in Rajasthan.

4. To find which factor of organizational culture contributes the most to job satisfaction in higher education in Rajasthan.

5. To find which factor of organizational culture contributes the least to job satisfaction in higher education in Rajasthan.

8. HYPOTHESES

Ho: There is no significant relationship between organizational culture and job satisfaction.

H1.There is a significant relationship between organizational culture and job satisfaction

Ho: Monetary benefits does not contribute significantly to job satisfaction.

H2. Monetary benefits contribute significantly to job satisfaction.

9. RESEARCH METHODLOGY

Research Design:

The study will be done using exploratory research. The study will also include Co- relational and explanatory research to find out the relationship among the different variables.

Research Variables:

Organizational Culture will serve to be an independent variable and Job Satisfaction will be a dependent variable in this study.

The sub variables of organizational culture includes Job involvement, growth and development opportunities, working environment, rewards, communication, performance evaluation. On the other hand sub variable of job satisfaction includes work pressure, absenteeism, autonomy etc.

Sample Size: 300 Respondents

Sampling Method: Stratified Random Sampling

Methods of Data Collection:

Primary Data:

A well defined questionnaire using 5 point Likert scale will be used to collect Primary data. This questionnaire consists of both closed and open ended questions.

The questionnaire is divided into two parts:

1. The first part consists of questions related to different variables of organizational culture and its relation with job satisfaction. The variables included will be job security, growth opportunity, advancement, communication, reward system, autonomy, structural design etc.
2. The second part of the questionnaire consists of questions related to different parameters of job satisfaction (stress, absenteeism, equity, expectations etc).

Secondary Data:

It will include various books, journals, newspaper articles, websites of various educational centre and database available through UGC and Board of Higher Education.

Data Analysis:

Research would be carried out by Multiple Correlation and Regression techniques.

10. LIMITATION OF THE STUDY

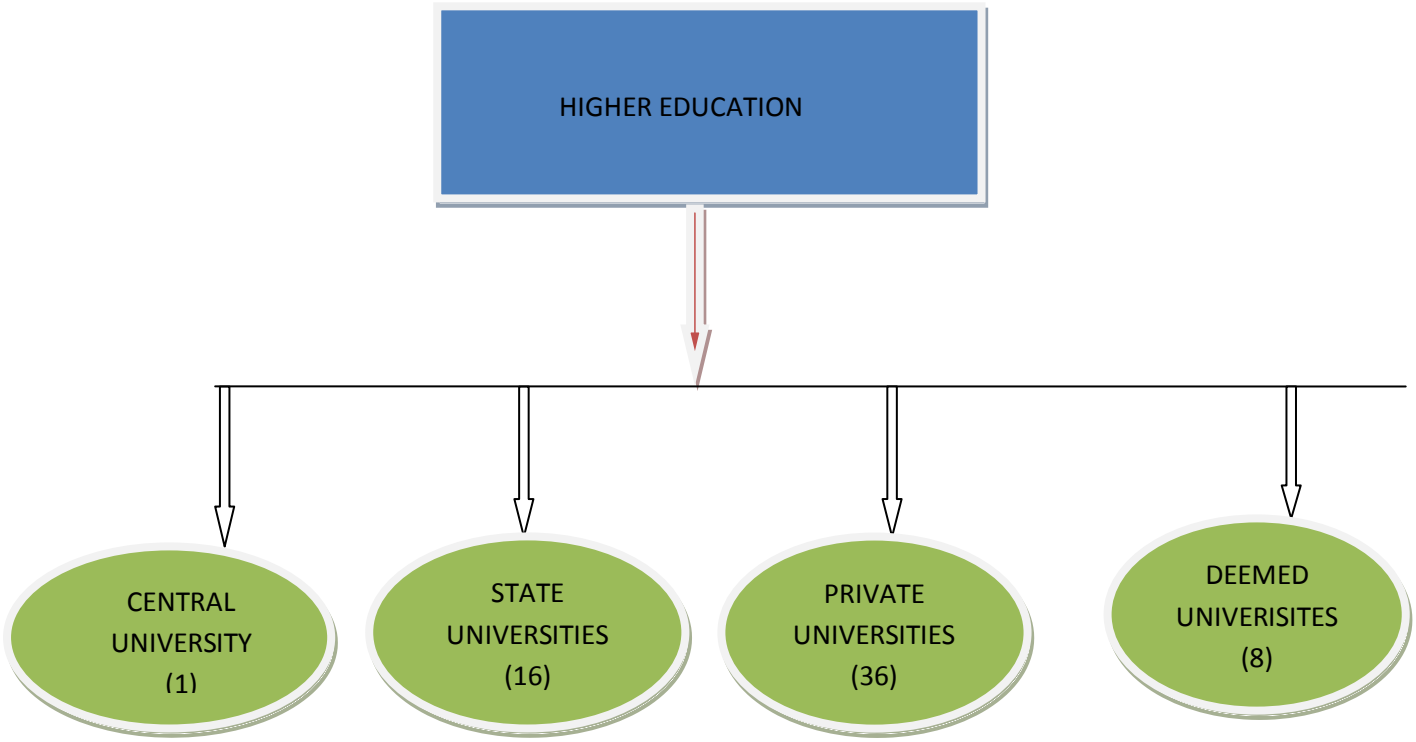
1. The study is limited to only teachers of the higher education in Rajasthan.

2. The study have has to be completed within a time limit.

3. The respondents may or may not answer few questions on the questionnaire.

4. Low rate of return of questionnaires due to various hidden reasons may cause delay in the progress of the study.

11. As per UGC Report on 5th Feb 2014. The Higher Education in Rajasthan is as under:



Source : http://www.ugc.ac.in

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CHAPTERIZATION

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Bibliography

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